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ABSTRACT

Although there are many sources of information about "effective schools" programs, those that specifically address the needs of rural areas are often overlooked. This document offers a collection of program descriptions to help educators determine programs and practices that appear to be effective in rural and small schools. Program listed, all of which are located in Kentucky, Tennessee, Virginia and West Virginia, were selected by staff of the Rural, Small Schools program at the Appalachia Educational Laboratory (AEL), with the assistance of rural education experts in each state. The criteria for selection included general worth, effectiveness, innovation, and evidence that a given program addressed a specific rural need. The selected programs are presented in alphabetical order and marked to indicate two types of programs: (1) "pearls"--good ideas that can be implemented with a minimum of time, effort, or expense, and (2) "stars"--longer, often innovative efforts that have produced some evidence of success. Following these program descriptions is a list of projects rated "excellent, but not particularly innovative." Each entry in this section includes only the program's title, contact people, address, telephone number, and a program descriptor. Finally, a subject index lists all the programs according to descriptors. Index topics with the most entries include: career education, community involvement, curriculum, dropout prevention, enrichment/arts, parent involvement, and special education. The appendix contains information about data collection and sample letters of solicitation. (TES)

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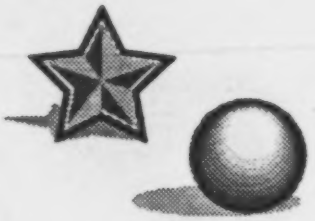

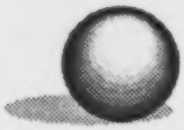

From One Rural School to Another

Promising Practices from Kentucky, Tennessee, Virginia, and West Virginia

by
Pam Coe
Dianna Simms

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The Appalachia Educational Laboratory (AEL), Inc., works with educators in ongoing R & D-based efforts to improve education and educational opportunity. AEL serves as the Regional Educational Laboratory for Kentucky, Tennessee, Virginia, and West Virginia. It also operates the ERIC Clearinghouse on Rural Education and Small Schools. AEL works to improve:

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The names of program contact people who provided AEL with project information are included in the descriptions of promising practices.

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INTRODUCTION

There are many sources of information about effective schools programs. The National Diffusion Network (NDN) is perhaps the best known. However, practices that are effective in urban and suburban school districts may not be appropriate for rural schools, and highly effective programs in rural schools may be difficult to validate by NDN criteria, if only because the number of students participating in a program is often very small. Such programs may address needs not present in large, urban school systems. As part of a national effort to determine what practices are effective in rural schools, AEL's Rural, Small Schools (RSS) program offers this collection of program descriptions.

RSS staff discovered these effective programs and practices in the four-state AEL Region of Kentucky, Tennessee, Virginia, and West Virginia. Members of the RSS program's state advisory groups and others knowledgeable about rural education in their states nominated programs during 1987-1989. The brief nomination form is shown in the Appendix. After the RSS staff received preliminary information, they requested additional information from all programs that appeared to be promising on the basis of the following criteria:

A. **General worth:** Does the practice substantially improve educational opportunities for students of the school or school district?

   1. Does it impart **basic skills** particularly effectively?

   2. Does it meet the needs of students identified as having **special needs** (for instance, adults in need of basic education; handicapped, bilingual, or multicultural students; or at risk students)?

   3. Does it **significantly expand educational opportunities** in any way (for instance, by more efficient use of instructional time or by providing facilities for courses not offered before)?

B. **Evidence of effectiveness:** What sorts of evaluation data were available—for instance, test scores or numerical counts, testimonials, or anecdotal evidence? (Hard evaluation data were available for very few of the nominated practices.)

C. **Innovation:** Is it an unusual practice for the United States, for the state, for rural schools in the state? Is it easily replicable?

D. **Rurality:** Does it solve specifically rural problems (such as inadequate library service due to the distance from the nearest university library) **or** does it use specifically rural methods to solve a general problem (for instance, sharing space and services with a volunteer fire department)?

Once these criteria had been developed, the two authors independently rated all nominations. Their ratings were similar. However, they agreed that more information was needed, so Dianna Simms developed a followup questionnaire (see Appendix) that she sent to all the nominees. When the RSS staff had assembled all the available information on the programs nominated, each state advisory group member rated each of the programs from his or her state.

The programs included in this booklet are those that a majority of AEL state advisory group members in each state recommended for inclusion. We have divided these selected programs into two groups. "Pearls" are good ideas that educators can put into practice with a minimum of time, effort, or expense. As such, they were not subjected to as rigorous an evaluation process as other programs. They appear in boxes in the

of a pearl. "Stars" tend to be larger, often innovative, efforts that produced some convincing evidence of success, although not always hard evaluation data. Descriptions of these programs are indicated with a star illustration.

Programs are presented in alphabetical order. Following the stars and pearls is a listing of programs rated as "excellent but not particularly innovative." This listing provides only the following information: program title, name of contact person, address, telephone number, and program descriptor(s). Finally, a subject index located at the end of this booklet lists programs according to descriptors, to enable the reader to locate those programs most relevant to his or her interests: for instance, "dropouts" or "basic skills."

The AEL staff hopes that this publication will be useful to rural educators, who share problems that are often quite different from those faced by urban educators.

PROMISING PRACTICES: STARS AND PEARLS

The school programs and practices described here were chosen by AEL's four state advisory groups as the best of those nominated as rural promising practices. They were judged to be effective and innovative, good models for other rural schools to follow.

They are divided into Stars (each marked with the image of a star) and Pearls (each marked with the image of a pearl). Stars denote full programs, requiring considerable staff time and energy and possibly special funding. Staff of these programs have provided AEL with rather detailed information concerning students served, evidence of effectiveness, possible roadblocks, and changes they have made in the programs over time. Occasionally some information was not available, so some categories of information are omitted from some descriptions. However, there is enough information on all the Stars for rural school staffs to judge whether or not the program is applicable to their situation.

Pearls were not subjected to as intense scrutiny. Pearls are good ideas that teachers or administrators can implement with a relatively small investment of time or money.

The Stars and Pearls are listed by title in alphabetical order. To assist the reader in scanning this publication for programs of particular interest, the compilers have included a subject index (page 33). All programs addressing particular topics (for instance, reading, self concept, or dropout prevention) are listed together in the subject index under the appropriate descriptor.

Each Star and Pearl description also lists program descriptors. Related programs are listed in the subject index under these descriptors.

ACADEMIC EXCELLENCE PROGRAM

Program descriptors: enrichment/arts, honors

Summary: In White County Middle School, Tennessee, staff and administrators have designed a program to reward honor students. To enter the program, students must meet high standards of conduct, attitude, and achievement. One day a week, students who meet the standards attend the academic excellence class, which lasts two consecutive class periods. They must make up any classroom work they miss while attending the special classes. Most of the class activities focus on language arts, including drama, public speaking, debate, radio and television productions, creative writing, journalism, calligraphy, and computer training.

Participation in program: 150 to 200 7th- and 8th-grade honor students

Typical student in program: To enter the program, the students must have earned all A's and B's for the previous six-week marking period and receive recommendations from three academic teachers. Students who fail to make the honor roll the second six weeks are dropped from the program. Readmission at the end of a subsequent six-week period is permitted if grades again meet honor roll requirements. After this six weeks, a student can receive C's and remain in the program. However, those who receive a grade of D or F are not permitted to continue. Students must also exhibit good social skills and attitudes.

Factors for success: The support of the administration and staff, the encouragement of

ACADEMIC BANQUETS

Program descriptors: community involvement, honors, motivation

Summary: One way Putnam County, Tennessee, honors its academically advanced high school seniors is by inviting them to an academic banquet. The banquet is held in recognition of those students who have maintained a 90 average continuously from their freshman year to December of their senior year. Several local businesses sponsor the banquet, which is usually held at the Holiday Inn in Cookeville.

The banquet provides an opportunity for the community and the school system to honor those students who have worked hard and have reached a high level of academic success.

Contact: Evon Hicks, Putnam County School District, 442 East Spring Street, Cookeville, TN 38501; telephone (615) 526-9777.

Summary: In Smith County, Tennessee, students are also honored for outstanding academic achievement. Students who have maintained a 95 grade point average for each of the six-week marking periods and their parents are invited to an awards banquet at the school. The event is funded at the high school level through proceeds from a dance sponsored by the student council. The elementary banquet is funded by money raised by the school.

Contact: Phyllis Eckel, Smith County Board of Education, Main Street, Carthage, TN 37030; telephone (615) 735-9625

parents, and the involvement of community leaders contribute to the success of the program. Other factors include having access to a school van, video camera and equipment; having small classes, a variety of activities, and the freedom of choice.

Problem(s) in implementation: Do not overload classes. Establish definite course guidelines.

Evidence of success: Staff have videotapes of interviews, drama productions, TV shows, and other activities.

Modification of program over time: Staff have worked to improve community involvement in the program and school-community relations.

Contact: Roy Heady, White County Middle School, 216 High Street, Sparta, TN; telephone (615) 836-3376

ADVISOR/ADVISEE PROGRAM

Program descriptors: counseling

Summary: When students enter as freshmen at York Institute, a state-funded high school in Jamestown, Tennessee, they are assigned faculty advisors. These advisors help guide them all the way through to graduation. Faculty members serve as advisors to groups of 15-20 students.

Advisors are responsible for helping their advisees with problems in academic progress, class scheduling, course subject matter, attendance, social concerns, and extracurricular activities. On each advisee, advisors collect data such as class schedules, grades, various test data, health data, and other background material to aid them in helping their students formulate and work toward realistic goals.

Formal, 30-minute, advisor/advisee meetings are held with every student once a month. Students may also set up additional individual conferences with their advisors.

The school's guidance counselor is responsible for program coordination. She plans inservice training for the advisors; organizes activities; prepares specialized guidance materials for advisors' use; handles referrals from advisors; and keeps advisors up to date on matters such as testing dates, college and financial aid information, and other needs of the students.

The program allows students to receive counseling

services that would otherwise be unavailable due to the small size of the counseling staff.

Participation in program: About 700 students

Typical student in program: All students

Factors for success: Faculty interest and administrative support, thorough inservice training, and a booklet of procedures and information for each advisor. The booklet contains the program goals, suggested adviser responsibilities, and a general advisor/advisee calendar.

Evidence of success: Faculty members have become more knowledgeable about the problems and concerns of students at every step of their high school education and more familiar with the total school program.

Modification of program over time: The guidance counselor has developed training and support materials for the advisors to focus and coordinate their work with students.

Contact: Irene Greer, Alvin C. York Institute, P.O. Box 70, Jamestown, TN 38556; telephone (615) 879-8101

BODY MOVEMENT TRAINING

Program descriptors: enrichment/arts

Summary: In Fentress County, Tennessee, students, aged 5-7, get extra help in developing body movement skills such as balance, gross motor skills, and spatial awareness. The body movement program is developmental, building one skill on another, throughout grades K-3. Regular classroom teachers remain with their students during the instruction, which is conducted by a ballet instructor in 30-minute sessions between 11:00 a.m. and 2:00 p.m. one day a week.

Fentress County Schools applied for and received a Tennessee Arts Commission Grant to implement this program in body movement. As part of the grant, the movement teacher also teaches ballet classes to children two days a week after school at York and Allardt Elementary Schools. There is currently a $2 fee for the classes.

Participation in program: A total of 165 students from six movement classes and three ballet classes

Typical student in program: Any student, grades K-3

Factors for success: Having a very competent teacher, enthusiastic students, and a supportive faculty contributed to the success of this program.

Problem(s) in implementation: A meeting to explain the program to students and teachers before it begins is recommended.

Evidence of success: The classroom teachers involved in the program report that the classes have helped the students to improve coordination, develop poise, and improve their ability to follow directions.

Contact: Clyde V. Maddox, Jr., Allardt Elementary School, P.O. Box 129, Allardt, TN 38504; telephone (615) 879-9515

DIAL (DATA INFORMATION ACCESS LINK)

Program descriptors: communications, information retrieval, honors, library skills, research skills

Summary: Trigg County High School is located in rural western Kentucky—over an hour's drive from the nearest university library. Due to this remote location, students had difficulty obtaining current information for reference and research projects.

Now, through DIAL, a computerized telecommunications system, students have access to worldwide scientific and research information, mostly through the DIALOG Information Services and ERIC databases. Students are also learning valuable library and research reference skills.

Participation in program: 152 students from seven different classes

Typical student in program: An English or science student in an Advanced Placement class

Factors for success: Software, modems, and data processing services were

purchased through funds contributed by South Central Bell, the Kentucky Department of Education, and the local school board. South Central Bell employees offered additional support through their expertise and willing consultation.

Problem(s) in implementation: Make sure phone lines are secured early in the school year. Also, planning time is needed to familiarize the teachers with data retrieval.

Evidence of success: Better quality research papers produced by students, and success in academic competitions.

Contact: August J. Pisa, Trigg County Schools, P.O. Box 31, Cadiz, KY 4221; telephone (502) 522-6075

DISPLACED HOMEMAKERS/SINGLE PARENT PROGRAM

Program descriptors: adult education, career planning, self-concept

Summary: Clay County, Tennessee, applied for and received a grant through the Carl Perkins Vocational Education Act to assist both displaced homemakers and single parents in career awareness and the development of job skills.

The program they developed with the grant money provides educational opportunities, career and personal counseling, job seeking skills, referral to other available resources, skills and abilities assessment, and workshops on various topics concerning career skills. Additionally, the program offers vocational training activities, adult basic education classes to prepare students for the GED test, and adult literacy classes offered by the county school system. For students who would like to attend a university, the grant covers the cost of tuition and books for two quarters. Staff will then assist students in locating further financial help.

The program also provides support services such as child care and transportation for students.

Participation in program: 21 to 25 students

Typical student in program: A typical student is 20-35 years old, divorced with children, receives no child support payment, is a high school dropout, lacks job/employability skills, has an extremely poor self-concept and little self-confidence.

Factors for success: Important factors include: enthusiastic, well-trained teachers and paraprofessionals, and student graduates of the program who have proved their skills. The students' interest and enthusiasm motivates other people to enroll in the program.

Problem(s) in implementation: Advertising and initial organization are important.

Evidence of success: By the end of the first year of the program, one student (single parent) graduated from high school, two students passed

ACADEMIC RALLIES

Program descriptors: honors, motivation

Summary: The elementary and junior high schools in Cumberland County, Tennessee, hold an academic rally for their students at the end of each six-week grading period. All the students meet in one assembly for the presentation of certificates to those students who received all A's or all A's and B's. Some of the schools also recognize students for the best performance in a subject area. Special guests are invited to the school to present the certificates. The guests have included school board members, community leaders, valedictorians from the high school, and state legislators.

The program provides the faculty and the student body with an opportunity to recognize those students who have worked hard during each grading period and to encourage high academic performance.

Contact: Emogene Teeple, Cumberland County School District, Stadium Complex, W. Stanley Street, Crossville, TN 38555; telephone (615) 484-6135

ASSISTANCE FOR COLLEGE-BOUND STUDENTS

Program descriptors: college preparation

Summary: Many students from rural areas are academically capable of going to college but lack encouragement to do so from their families. A program in Crossville, Tennessee gives these students the encouragement they need to attend college.

Students, who have been recommended by their teachers, travel to colleges and universities in the surrounding area for orientation sessions. They travel on Saturdays throughout the school year to about 12 colleges, including one trip that requires an overnight stay. The staff member who runs the program also provides counseling and helps students obtain financial aid and scholarships.

Contact: John Saylors, Cumberland County School District, Stadium Complex, W. Stanley Street, Crossville, TN 38555; telephone (615) 484-6135

the GED test, five students completed some college courses, six students completed vocational training, and three students completed paraprofessional training.

Modification of program over time: Workshops are presented twice a month instead of once a month, and more time is spent on improving self-concept and job-seeking skills.

Contact: Beverly Heath, Clay County School System, P.O. Box 188, Celina, TN 38551; telephone (615) 243-3310

DROPOUT PREVENTION GRADES 5-8

Program descriptors: career education, career planning, counseling, dropout prevention, self-concept

Summary: The Overton County school system in Tennessee has received an Appalachian Regional Commission grant to develop a program to prevent students in grades 5-8 from dropping out of school. Staff designed this program to augment the dropout prevention program serving grades 9-12. They believed students needed to be reached much earlier if the school system was to achieve significant reductions in dropout rates.

Staff trained 50 teachers in the use of a commercially available assessment instrument for identifying skills students lack, and in planning remediation activities. Once a week a consulting teacher presents activities dealing with self-concept and career awareness to each classroom. The regular classroom teachers stay with their students to help with the activities and to learn how to implement the program. The consulting teacher also counsels individual students when necessary.

Parents and teachers developed teaching and counseling strateties for students at faculty meetings and parent-teacher conferences. The consulting teacher also developed training and materials to help teachers use the infusion method in incorporating career development concepts into their regular classroom instruction.

Participation in program: 1,150 students in 34 classes

Typical student in program: Classroom activities included all students, grades 5-8. Individual counseling was provided to students perceived to be at risk. Typically, these were students who had problems in social and/or academic areas.

Factors for success: The practice design was the most significant factor in the success of the program. Teachers were able to receive training with a minimum of extra time required on their part.

Problem(s) in implementation: Systems wishing to replicate the practice should carefully study the time required to make the practice effective and ensure acceptance by their professional staff.

Modification of program over time: The consulting teacher's schedule was revised to allow more time to work with individual teachers and classes.

Contact: William Needham, Overton County School District, 112 Bussell Street, Livingston, TN 38570; telephone (615)823-1187

DRUG PROGRAM FOR ELEMENTARY STUDENTS

Program descriptors: drug education, peer tutoring

Summary: In White County, Tennessee, high school students help educate children in grades 4-6 about the problems involved with drug and alcohol use.

The high school students in the program are members of the Just Say No Club at their school. They attend a training session before working with the elementary students. They must also have satisfactory grades, be willing to make up any missed class work, and they cannot be on drugs or alcohol while in the program.

Working in teams of four, the high school students help elementary schools organize Just Say No Clubs for each classroom, grades 4-6. Each team is then responsible for meeting with the same group of children every six weeks to present them with the facts about drug and alcohol abuse, and to help them develop positive attitudes about themselves.

The high school teams meet with the White County Schools' chemical awareness coordinator to plan the elementary school meetings. The meetings feature guest speakers, activities, programs, picnics, and festivals to help get the children thinking about the dangers of drug and alcohol abuse.

Participation in program: 200 high school students and 1,200 elementary students

Typical student in program: All fourth-, fifth-, and sixth-grade students are involved. The high school team member is not of any particular type. Included on the teams are intellectuals, athletes, low- and upper-income students, and many different personality types.

Factors for success: The developer of the program conducted a survey that revealed this finding: after rock stars and movie stars, upper elementary students feel their lives are most influenced by high school students. The program provides elementary students with vital facts on an important topic from people they look up to and whose opinions they respect.

Problem(s) in implementation: The selection of high school team members must be carefully monitored.

Modification of program over time: Night activities are being expanded to offer students more positive recreational activities than they had before.

Contact: Cindy Elrod, White County School District, 117 South Main Street, Sparta, TN 38583; telephone (615) 836-2229

"EARLY BIRD" SCHEDULING

Program descriptors: curriculum, scheduling

Summary: When the school population began to decline in Murray, Kentucky, school officials in Murray High School had to do some creative thinking to preserve their course offerings. They succeeded so well that not a single course offering was dropped; in fact, some were added.

Administrators' willingness to experiment and teachers' willingness to work on staggered schedules have allowed Murray to offer "Early Bird" courses that meet an hour before the regular school day starts. This allows the school to offer courses that would not have fit into their regular schedule, such as typing, Latin, computer science, and chorus. Murray staff are so dedicated to offering a wide variety of courses for their students that they have 42 singleton classes (onetime offerings). The payoff seems to be great. The school has a dropout rate of two percent and 80 percent of its students attend college.

Teachers who come in an hour early to teach an early class can leave an hour early from school. This scheduling also helps overcome a shortage of classroom space.

Participation in program: Ninety out of 410 students from four classes participate in the program, including 35 in early Latin, 20 each in early typing and chorus, and 15 in early computer science.

Typical student in program: Any high school student

Factors for success: Staff believe students have contributed the most to the success of this program. Although students who attend early classes are only required to take four more classes in a six-hour school day, most take six more classes. In fact, all but one of the "Early Bird" students are taking seven courses per day.

Evidence of success: Murray High School is first among Kentucky high schools in the percentage of graduates who enroll in four-year colleges or universities. Students placed first in regional academic tournaments and the teaching staff, composed of 25 fulltime and six parttime teachers, maintain a 99% attendance rate.

Modification of program over time: The courses offered may vary according to the demand for particular offerings.

Contact: Bill Wells, Murray High School, 501 Doran Road, Murray, KY 42071; telephone (502) 753-5202

EARLY CHILDHOOD CLASSES AT THE HIGH SCHOOL

Program descriptors: dropout prevention, early childhood, parenting skills, preschool

Summary: Warren County High School, in Tennessee, offers students an elective class in early childhood education as part of the vocational education program. The high school has established a working preschool for three and four year olds as part of their program.

High school students first learn about teaching procedures in the classroom, and then serve as teacher assistants in the preschool under the supervision of an instructor. Students learn about child care and development, and about writing and implementing lesson plans that can be used with the younger children.

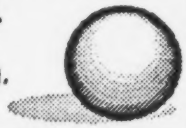
The preschool has morning and afternoon sessions each day, each attended by thirty children ages 3 and 4. Both normal and handicapped children are accepted; the handicapped students are mainstreamed with the nonhandicapped preschoolers.

Through this program, high school students receive firsthand experience in working with young children. The knowledge they gain can be used when they are responsible for families of their own. The program also gives students an opportunity to try teaching as a possible career. The community benefits, too, since the program provides an excellent early childhood facility.

Participation in program: 232 students in grades 10-12, and 62 preschoolers, ages 3-5

Typical student in program: Typical students are 11th graders with average academic ability and an interest in working with children. They typically remain in the community after graduation, plan to work all of their lives and be

CHAPTER I REPLACEMENT MODEL



Program descriptors: basic skills, scheduling, special education

Summary: The Chapter I teachers at Pickett County Elementary School, Tennessee, are now responsible for the total reading and math programs for each of their assigned students. The students meet with the Chapter I teacher for one hour in reading or math each day in a Chapter I classroom. Each class includes from 5 to 10 students. Working within state guidelines, the Chapter I teacher selects materials that meet the individual needs of each student and assigns the reading or math grade on each student's report card.

The principal feels that the Replacement Model has played an important role in the students' improved Stanford Achievement scores.

Contact: Harlan Copeland, Pickett County Elementary School, Woodlawn Drive, P.O. Box 68, Byrdstown, TN 38549; telephone (615) 864-3496

parents, and come from families with incomes below the national average.

Factors for success: Contributing to the success of the program have been: enthusiastic and well trained teachers and para-professionals, and student graduates of the program who have demonstrated their skills and new awareness of child development in their work and community living.

Problem(s) in implementation: Developers can share their experience in overcoming problems involved in mixing mainstreamed handicapped preschoolers and high school students.

Evidence of success: No statistics are available but students report an increased motivation to complete high school.

Modification of program over time: The program did not initially accept handicapped preschoolers but now does.

Contact: C. N. Womack, Warren County High School, 200 Caldwell Street, McMinnville, TN 37110; telephone (615) 473-5577

EDUCATION BY SATELLITE

Program descriptors: distance learning, enrichment/arts, foreign language, science

Summary: York Institute, a rural school located in Tennessee, found it difficult to offer its college-bound students upper level high school courses. Certified personnel were not available as instructors, and too few students enrolled in these classes to justify hiring fulltime teachers. Therefore, the school decided to pilot a program that would enable them to provide for-credit high school course work in physics via satellite.

The program originates from Oklahoma State University, which broadcasts live satellite programs twice a week. During the broadcasts, students in the class and the instructor at the university can speak to each other via a two-way audio link. The remaining three days of the week are used for the completion of assignments and practice sessions. The class uses computers to help with instruction. Interactive, game-style computer programs are used to help the students understand physics ideas.

York Institute also now offers a similar class in German. Like the physics class, it consists of satellite instruction two days a week with the remaining days spent in computer practice using a sound-integrated vocabulary practice program. The German class is a one-year, college level class, presented at half the pace.

The teachers at York Institute also participate in Oklahoma State University's staff development teleconferences for educational institutions. The live broadcasts, funded by a grant from the U. S. Department of Education, are offered free. Some of the topics presented include: methods of teaching English, teaching problem solving in mathematics in grades 7-12, how schools can help families in crisis, and maintaining classroom discipline. In these live broadcasts, teachers can participate in the telephone question-and-answer portion of the program.

Participation in program: 50 students from three classes

Typical student in program: College bound, seeking honors diploma, good attendance, above average student

CHILDREN'S BOOK WEEK

Program descriptors: reading

Program descriptors: At West Liberty Elementary School in Ohio County, West Virginia, a full week of activities to increase students' interest in reading was designed by the School Spirit Committee in collaboration with the PTA. Different activities were planned for each day all organized around the theme, "Wild About Books." Each day included a sustained reading period.

Contact: Larry J. Boron, West Liberty Elementary School, 204 Chatham St., West Liberty, WV 26074; telephone (304) 336-7221

Community Relations Program

Program descriptors: community involvement, parent involvement

Summary: Each faculty member at York Institute in Jamestown, Tennessee, is responsible for developing a public relations activity publicizing his or her program. This activity can be a classroom effort, or can involve a whole department or grade level.

The teachers submit their plans for activities to the administration. Administration monitors their progress and assesses their successful completion near the end of the school year.

A schoolwide, parent-community night is held each fall. Some departments hold additional open houses during the school year.

Contact: Doug Young, Alvin C. York Institute, P.O. Box 70, Jamestown, TN 38556; telephone (615) 879-8101

Evidence of success: York Institute students ranked in the top 15 percent of Oklahoma State University's by-satellite students. Of the 24 German I students, two were named outstanding.

Modification of program over time: The school now works with WCTE, a local educational television station. They have agreed, with the permission of OSU, to telecast the classes. This eliminates the need for expensive satellite-receiving equipment.

Contact: Doug Young, Alvin C. York Institute, P.O. Box 70, Jamestown, TN 38556; telephone (615)879-8101

FOX SCHOOL PROJECT

Program descriptors: community involvement, dropout prevention, enrichment/arts, extracurricular activities, higher order thinking skills, parent involvement

Summary: Jackson County, Tennessee, school officials decided to combat their high dropout rate by concentrating on the middle school students (grades 5-8).

With grant money, they established the Fox School Project. Planners designed the project to increase the desire of students to graduate from high school by:

- increasing student involvement in school activities,
- increasing student study and higher order thinking skills,
- increasing student awareness of career opportunities and related entry level educational requirements, and
- increasing parent awareness of the school's expectation for students and ways parents can help.

Mindful of a recent Tennessee study that showed a high correlation between student involvement in nonacademic school activities and student retention, Jackson County staff took a look at their own middle school and found very few extracurricular activities. They provided seed money to organize six school clubs. Each club received $100 to cover initial costs and will receive $50 each year to pay for supplies. School staff encourages students to participate in a least one club during the school year.

Staff organized a school band using funds from the grant and donations from businesses and the local community. Parents supplied many of the instruments for their children, and others were donated or purchased by the school.

To impress upon the students the importance of a college education, Jackson County Schools organizes a field trip to the Tennessee Technological University campus in the spring. The university plans a program for the fifth- and sixth-grade students that includes a tour of the campus, speakers from the various departments, and information from the office of admissions concerning university entrance requirements.

The principal invites speak-

ers, through the Chamber of Commerce, to come to the school to speak to the students about their career fields. These speakers emphasize the educational requirements needed to enter their occupational fields and the benefits of staying in school to earn a high school diploma.

Parents attend classes to instruct them in the many ways they can help their children at home and methods they can use to help improve their children's study skills. The classes meet one day a week after school or in the evenings for about six weeks. The students' Computer Club publishes a newspaper every six weeks to inform parents and students of the news and events taking place at the school. Staff made a videotape that explains the school's expectations and programs, how parents can assist their children with assigned homework, and the importance of encouraging children to stay in school to enable them to become better employed.

A program on the development of higher order thinking skills has been implemented to incorporate into the curriculum a system of instruction based on logical thinking, classifying, and problem identification and solution.

The students receive instruction in study skills from a professor at Tennessee Technological University. She works with students for 20 minutes a day, three times a week during their science classes. The students are instructed in the use of learning strategies, memory techniques, and test taking skills.

Participation in program: 448 students from four grade levels

Typical student in program: A typical student comes from a low socioeconomic background and is typically performing slightly below average in the classroom.

Factors for success: Community involvement played an important role in the success of the program.

Problem(s) in implementation: Problems which arose in the beginning of the project were faculty indifference to the dropout problem and providing inservice for the new teaching methods employed.

Modification of program over time: Additional student clubs have been started to provide more involvement in school activities.

Contact: John Fox, Jackson County School District, 205 W. Gibson Avenue, Gainesboro, Tennessee 38562; telephone (615) 268-0119

HIGH SCHOOL ACADEMIC COURSES & THE ACCELERATED PROGRAM

Program descriptors: acceleration, special education

Summary: The Hart County, Kentucky, school district has

EXPOSURE TO A NEW ENVIRONMENT

Program descriptors: enrichment, special education

Summary: Many Perry County, Kentucky, students must leave the county in order to find work. This is a big challenge for any young person and it is especially so for students in special education classes. They must become acquainted with life in the city where they might need to live.

To accomplish this goal, teachers at Dilce Combs Memorial High School used the city and its resources as an outside classroom, and planned activities to introduce the students to city life. Students went on a field trip to Lexington, with stops at a dairy in Winchester and the airport in Lexington. At each stop, teachers explained how the facility was used and students experienced the procedures routinely used by all other citizens. At the airport, they went through the metal detector and read an airline schedule. At the mall, they learned how to use the mall map to locate the stores they wanted. They made a purchase at each stop, completed prescribed tasks, and filled out a task sheet about each one. Math, reading, map skills, and career education were all emphasized on the field trip.

Contact: LaVerne Pratt, Brenda Fettner, or Jennifer Jones, Dilce Combs Memorial High School, Jeff, KY 41751; telephone (606) 436-6811

developed a program for high-achieving students identified in the eighth grade and continuing through the twelfth grade.

Using strict criteria, the Accelerated Program identifies about 50 students who begin a demanding academic program in the eighth grade. This select group of rural students is "tracked" in two sections throughout their high school years in foreign language, English, mathematics, and science.

As a result of this accelerated program, students reach AP Spanish during their junior year in high school — and AP Calculus while in high school. At present, six AP courses are offered.

Only 10 percent of the high schools in Kentucky offer a program that enables students to receive the demanding Commonwealth Diploma, conferred by the State Department of Education; Hart County High School is among them.

The only source of external funding for this work was a Chapter II grant. It provided start-up costs for the first year of the Accelerated Program, during which eighth graders were given the chance to take Algebra I.

Participation in program: About 250 students in grades 8-12 participate in the accelerated program. Approximately 1,000 students in grades 8-12 take high school courses.

Typical student in program: A typical student has a minimum IQ of 115 and a total battery achievement score of 90th percentile.

Factors for success: Excellent teachers, parent and student acceptance, and program coordination contributed to the success of the program.

Problem(s) in implementation: Don't think that the capacity of academically talented students is unlimited. Three accelerated courses for eighth graders should be maximum.

Evidence of success: Hart County's achievement scores have risen sharply from below the 40th percentile (1979-1980) to about the 85th percentile (1986-1987).

Modification of program over time: The program began with accelerated mathematics programming, but has gradually expanded to include science and Spanish. Students were offered a fourth class for one year, but that was later dropped after staff learned that is was more than students could handle.

Contact: Wandel Strange, Hart County School District, P.O. Box 68, Munfordville, Kentucky 42765; telephone (502) 524-2631

PLACE VALUE POCKETS

Program descriptors: mathematics

Summary: Here is a simple and inexpensive way to show elementary students the process of regrouping, both in addition and subtraction. The materials needed are: construction paper (12" x 18"), popsicle sticks (to represent "ones") and tongue depressors (to represent "tens").

Make a pocket folder by folding one-third of a 12" x 18" piece of construction paper lengthwise. Divide the folded area into three pockets by stapling. Label the pockets (hundreds, tens, ones).

Tell the students to put the correct number of popsicle sticks and tongue depressors into the appropriate pockets to represent a number designated by the teacher. Then repeat the process using a second number designated by the teacher. The teacher makes sure the sum will require the regrouping process. Have the children look into the ones pocket. Ask, "Do you see a group of ten ones in the ones pocket?" If a group of ten ones (popsicle sticks) is found, the student trades it in for one ten (tongue depressor) and places it in the tens pocket. Then ask the students to see how many ones are left. Have them announce how many ones are in the ones pocket and how many tens are in the tens pocket.

Contact: Karen Crick, Mirriam Ferguson or Becky Vance, North Elementary, Route 2, Box 12-A3, Murray, KY 42011; telephone (502) 753-9776

PRINCIPAL'S CONTEST FOR THE BEST TEACHING METHOD OR ACTIVITY

Program descriptors: teacher motivation

Summary: The principal at Carthage Elementary School in Tennessee sponsors a contest to find the most outstanding teaching method or activity used during each month. The teachers at the school submit a teaching method or activity that they have used and found to be especially successful.

A committee made up of one teacher per grade level judges the entries. The winner's name is announced over the intercom system and he or she receives free concessions for the whole class, $50 to spend on classroom materials, and 30 minutes extra play time for students any time the teacher chooses. The contest is funded through money raised by the school.

This practice helps motivate teachers to be creative in their teaching methods and activities, and to share ideas they have tried and found to work well in their classrooms.

Contact: Robby Richardson, Carthage Elementary School, Skyline Drive, Carthage, TN 37030; telephone (615) 735-0433

HIGH SCHOOL TELEVISION STATION, L.A. TODAY

Program descriptors: career education, communications, enrichment/arts

Summary: The communications class at Livingston Academy in Tennessee has set up a working television station called L A Today, complete with cameras, editing equipment, and a studio. A local television station broadcasts their productions.

The program is funded by the Industrial Arts Program, Vocational Education. The class is a high school elective that requires an audition and teacher recommendations before a student is enrolled. The students meet once a day for class, where they are instructed in all aspects of television production.

The class is broken down into several different departments headed by the students themselves. The departments include sports, community news, programming, specials, and student life. The students are responsible for producing a 25-minute news program for broadcast on a local television station almost every week.

Their coverage includes not only the school system, but also the community. They talk to business people, church leaders, and community organizations. They made two videos that received state recognition—one for the Citrus Growers of America (they placed third in the state) and one for the Just Say No program that was shown at their state meeting.

It is a "fun" class—self-motivating with plenty of opportunity for creativity. The students not only work on productions during class time, but also on Saturdays and Sundays.

The class has made students aware of broadcasting as a possible career choice. The television productions have also proven to be a good source of public relations between the school and local community.

Participation in program: 27 students

Typical student in program: High school students able to pass an audition and submit teacher recommendations

Factors for success: Credit goes to the school faculty, administration, and community for their support. Teachers report that everyone bends over backwards to be available for interviews, specials, and updates. The class publicizes the positive aspects of education in their county.

Problem(s) in implementation: The teachers recommend putting your faith in the kids—giving them enough room and trust to be creative.

Evidence of success: This class has become very popular, with twice as many students auditioning as can be enrolled, even though the students know the work is very difficult.

Modification of program over time: Gradual broadening of the television program's focus from the school system to the whole community.

Contact: Thomas Wayne Brown, Livingston Academy, Livingston, TN 38750; telephone (615) 823-5911

MERCER COUNTY—CONCORD COLLEGE DROPOUT PREVENTION PROJECT

Program descriptors: career education, college preparation, counseling, dropout prevention, enrichment

Summary: The Mercer County-Concord College project in West Virginia encouraged high-risk students to complete high school and enroll in postsecondary education. The overall goal was to increase the college/postsecondary enrollment rate.

During August 1987, 30 students entering the ninth grade and identified as being at-risk spent three weeks at Concord College. During this time, they (1) attended daily classes in language arts, mathematics, and science; (2) worked three hours per day; (3) attended career guidance classes in the evenings; and (4) spent Wednesday afternoons participating in social and cultural activities. As a followup during the school year, these students visited seven state colleges on seven Saturdays, each accompanied by a parent or guardian as well as official chaperones. These visits allowed the students to learn about admission requirements, financial aid, and the major offerings at each institution. The project is a joint effort of the Mercer County Board of Education, Concord College, and the West Virginia State Department of Education.

Participation in program: 30 students

Typical student in program: At-risk ninth graders

Contact: Therese Wilson, West Virginia Department of Education, Capitol Complex, Room B-309, Charleston, WV 25305; telephone (304) 348-8830

PROJECT PRIDE

Program descriptors: parent involvement, school climate

Summary: Each month the teachers at each school in Warren County, Tennessee, sponsor an activity to promote school pride. Schools submit written descriptions of their programs to the superintendent's office. The superintendent's staff sends the news on to the community newspaper. Projects that schools have done include participation in contests, the improvement of school grounds, activities involving local businesses, and activities to promote school spirit and parent involvement.

Contact: Ron Martin, Warren County School District, 109 Lyon Street, McMinnville, TN 37110; telephone (615) 473-2331.

MOTIVATIONAL MONDAY

Program descriptors: community involvement, enrichment/arts

Summary: Motivational Mondays (or M & Ms) was a summer program in Boyd County, Kentucky, held on Mondays for five consecutive weeks. It was an enrichment experience for students entering grades 1-6 in the fall.

One objective was to help students overcome the idea that Mondays are "bad" days. Mondays could be an exciting school day, beginning a week of new and wonderful happenings. The goals of the program were to maintain the momentum of learning during the summer vacation period, to alleviate the boredom of students, and to broaden students' learning experiences.

Each of the five Mondays was an "Experience Day." All

Mondays featured hands-on activities organized around the following themes: Arts and Crafts Day, Cultural Experience Day, Mathematics Experience Day, and Museum Experience Day (a train trip to Charleston, West Virginia, with a tour through the Sunrise Museum).

All students in grades K-5 were given an application for M & Ms. The first 75 applicants were enrolled in the program.

Participation in program: 75

Typical student in program: The first seventy-five children to enroll were selected, so they vary in age and capabilities.

Factors for success: Marshall's Piggly Wiggly and co-owner Charles Marshall were the business partners of the 1986 Commonwealth Institute for Teachers participants. They teamed together with other local businesses to initiate this program. Major funding was secured through a grant from the Kentucky Educational Foundation and the Appalachian Regional Commission. Many people added to the success of the program; 35 parent volunteers and eight teachers were employed as assistants to the M & M teaching staff.

Contact: Shirley Whitt, Rona Lester, or Debbie Cole, Garner Elementary School, Route 1, Box 303, Rush, KY 41168; telephone (606) 928-8311 or Summit Elementary School, Route 4, Box 317, Ashland, KY 41101; telephone (606) 928-6533

RECOGNITION FOR HIGH ACADEMIC ACHIEVEMENT

Program descriptors: honors, motivation

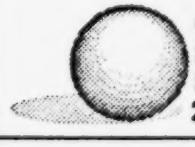
Summary: The teachers in Van Buren County, Tennessee, have developed a system for recognizing students in the elementary school whose academic achievement is outstanding.

A large wall display constructed in a hallway is visible as students and visitors enter the building. On the display is a list of all students who made either all A's or all A's and B's for the last reporting period.

In addition, the school bought special notecards (one with a bright red apple and one with a school house) that are sent to the parents of students who are on the all A's honor list. The principal has a personal message typed on each card and signs it himself. The parents of students who received all A's and B's receive a letter typed on school stationery and signed by the principal. Parents enjoy receiving this good news about their children.

After the reporting period, teachers lead their students in discussions about the importance of setting goals to achieve higher grades. The students decide if it is possible for them to be on the next honor roll or if they can improve their grade by one letter in a certain course. Individual teachers acknowledge improvements that do not merit the honor rolls, but are nevertheless noteworthy, with such awards as the "most improved" or "met his goals."

Teachers now have some students making honor rolls that had before been retained.



Contact: Joe Moffitt, Van Buren County School District, Sparta Street, P.O. Box 98, Spencer, TN 38585; telephone (615) 946-2242

NONPROFIT SCHOOL STORE

Program descriptors: mathematics, school-based enterprise, special education

Summary: The special education class of Worthington Elementary in Kentucky decided to run a nonprofit school store.

The ability to identify and count money is a skill most children learn in school. However, the ability to "use" money and apply these learned skills does not always carry over into everyday living. Many elementary children seldom have the opportunity to handle money independently, without some supervision. This project addresses the independent management and decision-making process involved when handling money

through a nonprofit school store, supplying notebook paper, pencils and erasers, operated by the special education students at Worthington Elementary School.

The project has the added benefit of providing an experience to the special education students, allowing them to see the application and use for the basic skills they work so hard to learn. The students learned to recognize and sort by value pennies, nickels, dimes, quarters, and one- and five-dollar bills. The first grade level gained valuable social skills and were very professional in dealing with the customers. The older grades learned to operate the calculator and were able to compute and give correct change.

The most interesting side benefit was how well the customers' money skills improved.

Participation in program: All EMR students in this elementary school

Typical student in program: Special education students

Factors for success: The principal and teachers at Worthington Elementary were very supportive. Not only did they encourage their classes to "stay prepared" but they also were very good customers. Parents helped by allowing their children to carry and spend money independently.

Problem(s) in implementation: Shipping costs for the cabinet the students planned to buy were so prohibitive that staff ordered a cabinet from the high school shop class instead. They received an attractive, locking cabinet at a much lower cost.

Evidence of success: Non-special education students improved greatly in their ability to handle money and make decisions about purchases. The special education students demonstrated their abilities to make change and help with recordkeeping in the store.

Modification of program over time: The store originally was open from 8:00 to 8:20 a.m. every day. The teachers reduced this schedule to once a week.

Contact: Sandra L. Pack, Worthington Elementary, Worthington Avenue, Worthington, KY 41183; telephone (606) 836-8014

REGROUPED ALGEBRA II CLASS

Program descriptors: mathematics, remediation, scheduling

Summary: The students at Cookeville High School in Tennessee who are unable to meet the passing requirements for the first semester of Algebra II are regrouped to give them another chance to develop the skills that they need for the second semester of Algebra II.

The teacher who instructs this class uses different teaching methods to teach those students who are having difficulty with the math concepts. These students can then take the second semester Algebra II in the summer and will not be behind in credits for graduation.

Contact: Bob Holloway, Cookeville High School, 230 Cavalier Drive, Cookeville, TN 38501; telephone (615) 526-9721

NUTRITION EDUCATION

Program descriptors: curriculum, nutrition

Summary: Cumberland County Schools in Tennessee requested a nutrition kit titled *Food—Your Choice* available through the Tennessee Nutrition Education and Training Coordinator. Elementary teachers reviewed the kit and recommended adopting the program as part of the health curriculum.

The school district purchased kits for all K-6 health teachers with monies provided by the state, county, and the local Farm Bureau Women. The kits contain information about nutrition, teaching aids and materials including posters, a teacher's manual, information for parents, games, and a puppet for use with the kindergarten kit.

Inservice training, conducted by the Dairy and Food

Nutrition Council, is required before the series can be used.

Participation in program: 3,020 students from 94 classes

Typical student in program: Most of the students are rural and white, and 15% have one parent in the home. In the majority of cases, both parents work; 35% are on free lunches.

Factors for success: Good inservice programs and kits contributed to the program's success. The kits are available through the Dairy and Food Nutrition Council, Appalachian Division, 6300 Baum Drive, Suite C, Knoxville, TN 37919-9505; telephone (615) 584-6125.

Problem(s) in implementation: None

Contact: Emogene Teeple, Cumberland County School District, Stadium Complex, W. Stanley Street, Crossville, TN 38555; telephone (615) 484-6135

ONLINE COMPUTER SEARCHES FOR STUDENT RESEARCH

Program descriptors: communications, information retrieval, research skills, library skills

Summary: Nelson County High School is one of two Kentucky secondary schools that can conduct online computer searches for student research. The searches are possible because a microcomputer in the school library can "talk" (go on line) with large computers in other places, using telephone lines. The large computers hold databases massive amounts of information of all types. Information acquired from the searches can be used in most of the school's subject areas. Students can use it to write reports, do research papers, and prepare for debates.

Nelson County subscribes to two online services, Classmate and Compuserve. Classmate, which is a program of DIALOG Information Services in Palo Alto, California, is used most often. It offers 60 searchable data bases covering such fields as agriculture, arts and literature, chemistry, computers, education, engineering, mathematics, and medicine.

The Nelson County High School system is the result of an Educational Innovation Incentive Fund Proposal. Part of the resulting $4,978 grant from the Kentucky Department of Education was used to buy telecommunication software and install a phone line. The rest of the money paid for searches and telephone bills. The school already owned computer equipment.

Problem(s) in implementation: Students have to learn to make their search terms narrow and specific.

Contact: Darlene Beam, Nelson County High School, Route 1, Bardstown, KY 40004; telephone (502) 348-9046

SCHOOL NEWSLETTER

Program descriptors: communications, community involvement

Summary: Each month in Warren County, Tennessee, the county school system publishes a newsletter to distribute to the staff members in its school district. The newsletter provides information about programs that are being implemented in the county and informs staff of upcoming events. The publication includes a report from the superintendent, articles from the supervisors of the various departments, information concerning new programs, and a calendar of events. A newsletter written by the teachers titled "Teacher Links" is an insert in the county newsletter. This publication keeps teachers informed about available inservice training, conferences, teacher and student achievements, and plans for upcoming activities at the various schools.

Copies of the newsletter are distributed to the Chamber of Commerce and some of the local businesses to help provide a link between the schools and the local community.

Contact: Ron Martin, Warren County School District, 109 Lyon Street, McMinnville, Tennessee 37110; telephone (615) 473-2331

PARENT TRAINER FOR PARENTS WITH HANDICAPPED CHILDREN

Program descriptors: early childhood, parent involvement, parenting skills, preschool, special education

Summary: Clay County, Tennessee, is working under a Pre-School Incentive Grant to assist parents in the county who have handicapped children aged 3-5.

Children who would benefit from the program are located through articles in the local newspaper, contact with day care centers, and referrals from other agencies.

An instructor responsible for the program works with resource people in the community to coordinate an effort to identify these children's problem areas and work with parents on behavior management and developmental and academic skills.

The program instructor works with the parents to help them provide activities and an appropriate environment to aid in their child's development. The teacher visits each child's parents in their home as often as possible. During the visit, she discusses the child's progress and the need for any further services, and she demonstrates games and activities that are suitable for use with the child.

The program instructor also works with the handicapped child's prospective kindergarten teacher to allow for a smooth transition into the kindergarten classroom.

Participation in program: eight children, aged 3-5

Typical student in program: A typical participant is the parent of a child, aged 3-5, who has one or more handicapping conditions and meets the state eligibility guidelines.

Factors for success: Success depends upon the involvement of the preschool parent trainer with parents in the home.

Evidence of success: Students improved in skills according to the Brigance Inventory of Early Development. (Each student's program was individualized and progress cannot be stated collectively.)

Contact: Clyde Dowell, Jr., Clay County School System, P.O. Box 188, Celina, TN 38551; telephone (615) 243-3310

PARENTING INFORMATION PROGRAM

Program descriptors: early childhood, parenting skills, parent involvement,

Summary: Putnam County Schools, Tennessee, received a grant from the State of Tennessee to conduct parenting classes.

Two teachers were trained

SCIENCE SYMPOSIUM

Program descriptors: curriculum, science, student initiative

Summary: The students at York Institute in Jamestown, Tennessee, are given the opportunity to design the curriculum for one school day during the year.

Students first select topics they feel are important and need discussion to help them make informed decisions in their own lives. Then a teacher at the school uses this list of topics to design a daylong program that involves outside resources and community people. Topics chosen by the students for one such program included: (1) Room to Live—a look at highway accidents and the use of seat belts presented by the Highway Patrol. (2) AIDS and Communicable Diseases—presented by the Regional Health Center. (3) Abortion: Pros and Cons—a panel discussion involving a medical doctor, a nurse, and others. (4) "Students Staying Straight" (SSS)—a drug abuse program presented by Project 7-14 in Chattanooga. (5) How to Treat and Avoid Cancer—a presentation from the American Cancer Society.

The students rotate by grade level through the first four sessions. Each session lasts about one hour and 15 minutes, which allows time at the end for questions and answers. Everyone meets together for the last presentation.

Contact: Homer Delk, Alvin C. York Institute, P.O. Box 70, Jamestown, TN 38556; telephone (615) 879-8101

to lead the classes using the Bowdoin Method. Other teachers work under the lead teachers and conduct their own classes as the program grows.

The sessions are held for a six- to eight-week period, meeting for one to two hours each week, depending on the needs of each group. Babysitting and booklets to take home are provided free to parents.

The Bowdoin Method uses ten booklets dealing with subjects such as vocabulary development, discipline strategies, self-concept, and easy-to-teach academic lessons. The instructional methods include active involvement, role playing, and take-home activities that involve both parents and children.

Classes have been held at one of the elementary schools, day care centers, and a local factory so that more fathers can attend.

Participation in program: 150 from seven classes

Typical student in program: Parents of preschool, kindergarten, and first-grade students, although the classes were open to anyone

Factors for success: Babysitting and materials are provided free for all classes. Prizes are awarded each evening, and teachers are enthusiastic.

Problem(s) in implementation: None

Modification of program over time: Programs are held in the fall and spring at several school locations, on different nights for six weeks.

Contact: Sandra Kozwara, Putnam County Schools, 442 East Spring St., Cookeville, TN 38501; telephone (615) 526-9777

PERSONAL ECONOMICS PROGRAM

Program descriptors: community involvement, curriculum, economics, personal finance

Summary: Warren County Schools in Tennessee has taken advantage of the Personal Economics Program offered by the Tennessee Bankers Association and the City Bank and Trust Co. in McMinnville. This program allows bankers to work with educators by making presentations on topics such as personal finance, banks and banking, and the financial system. The program was designed as an organized approach to providing schools with a banking representative who will visit classrooms upon request.

The City Bank and Trust Company has 11 high school—level presentations, including the following selected topics: "Banking as a Business," "Checking Account Management," "Consumer Credit and Loans," "Personal Money Management," "Careers in Banking," Economics in Banking," and "Student Loans." (They also offer 18 elementary-level topics rang-

SHADOW DAYS

Program descriptors: career education, dropout prevention, motivation

Summary: The dropout rate at Braxton County High School, West Virginia, needs to be reduced. To meet that goal, Monongahela Power Company (Braxton High's partner in education) sponsors events that give students the chance to learn firsthand about the world of work from people in the work force.

Twice a year the school has "Shadow Days." Students are placed with employees, whom they "shadow" throughout their work day. Students perform any work functions that are within their abilities or within company safety regulations.

The school and power company also collaborate to organize a Career Day, when students meet and talk with people working in the students' chosen career fields. In all cases, the community members stress the importance of earning a high school diploma and encourage students to consider additional training after high school.

Contact: Clark W. Lawrence, Braxton County High School, Route 1, Box 112, Sutton, WV 26601; telephone (304) 364-5765

ing from "Money-Value and Function" to "Gross National Product.") Tours of the bank can be arranged to allow students to get not only the usual public view of a bank, but a behind-the-scenes look as well.

Participation in program: 100-300 students per school year

Typical student in program: Participants are 15-18 years of age and come from various backgrounds.

Factors for success: The bankers from City Bank did a very nice job when presenting the material to the classes. This helped in the success of the program.

Problem(s) in implementation: None

Contact: Ron Martin, Warren County School District, 109 Lyon Street, McMinnville, TN 37110; telephone (615)473-2331.

PROJECT F.U.N. (FAMILIES UNITED NOW AGAINST ALCOHOL AND DRUGS)

Program descriptors: drug education, enrichment/arts, parent involvement

Summary: Project FUN was developed by White County Schools in Tennessee with state funding to teach students and parents about drug and alcohol abuse. The program provides a time when students and parents can get together to enjoy some fun activities and to learn about the many aspects of chemical abuse.

The children and their parents meet after school from 3:00 - 4:30 to participate in activities such as ping pong, volley ball, badminton, basketball, and board games; also special interest groups such as photography, computers, and a hunter's class meet at this time. The program begins with a 15-minute session on drug and alcohol abuse. This same session is repeated at the end of the program for those whose schedules do not allow them to arrive at the beginning of the program. Storytelling activities have been included for the smaller children, and family-oriented prizes are given to the children and parents who attend the most sessions.

Participation in program: Over 1,000 students from seventh and eighth grades

Typical student in program: No stereotype

Factors for success: The extensive community awareness campaign preceding the start of the program and continuing throughout its duration, along with the variety of activities, contributed to the success of the program.

Problem(s) in implementation: It helped to assign teachers to areas in which they were interested.

Evidence of success: High attendance at events

Modification of program over time: Private schools in the community have asked to be incorporated.

Contact: Cleo Walker, White County School District, 117 S. Main Street, Sparta, TN 38583; telephone (615) 836-2229

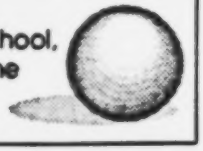
SONG BOOK FOR GRADES K-8

Program descriptors: curriculum, enrichment/arts

Summary: Many K-8 teachers in Pickett County, Tennessee, felt they were not knowledgeable enough to teach a music class. To address this problem, a teacher at the high school gathered traditional songs appropriate for each grade level and compiled them into a book.

The book includes sheet music and, for several of the songs, instructions for teaching music skills. Piano and voice accompaniments of each song were taped and distributed along with the books. The teachers now have the music and the words for traditional songs that they can use in their classrooms.

Contact: Elaine Beaty, Picket County High School, P.O. Box 215, Byrdstown, TN 38549; telephone (615) 864-3422



PROJECT GRADUATION

Program descriptors: dropout prevention

Summary: Project Graduation is a two-fold dropout prevention/remediation program in Southwest Virginia Community College's service area. Officials from the state department of education and the various superintendent's offices in the college's service area estimate that in the past two or three years, there have been 700 to 900 students within one, two, or three credits of high school graduation who have dropped out and never returned to complete the work required for the diplomas.

The courses most commonly needed by this group of recent high school dropouts are English, government, and/or mathematics. With cooperation and support from the area high schools, SVCC is offering these subjects in a format to meet the Carnegie unit requirements commonly used in secondary education. Funds are being used for tuition and books for 300 courses (equivalent to 300 Carnegie units), enabling up to 200 to 300 students (depending on individual deficiencies) to complete the requirements for high school graduation. All enrollees are under the age of 21.

To prevent current high school students from dropping out to enroll in this alternative program, the college is accepting only students whose high school graduating class has already graduated. The local school districts and the college recognize that many dropouts will go to college to complete their high school requirements but most won't return to high school. The idea for a college-sponsored program to provide courses for persons close to high school completion is seen as a cost-effective, short-term solution to the dropout problem that can provide immediate benefits to a large number of students.

Typical student in program: Students, aged 18-21, short of graduation by one to three credits, whose high school graduating classes already have graduated.

Contact: Patricia L. Wyatt, Southwest Virginia Community College, Box SVCC, Richlands, VA 24641; telephone (703) 964-2555

STUDENT CENTERED REGISTRATION

Program descriptors: scheduling

Summary: Because DeKalb County High School in Tennessee is a small school, it has been able to keep arena-type class registration. This arrangement allows students to select the classes and teachers they prefer.

Students first preregister so staff can determine the number and types of classes that will be needed. The guidance counselor checks all of the students' class schedules to make sure students are meeting their graduation requirements and meets with students to help them plan their schedules. Then, about six weeks later in the spring, students register for the following year's course of study. During registration, teachers are stationed in the gymnasium to initial the enrollment cards of those students who would like to enroll in one of their classes. They then add these names to the class enrollment lists.

The faculty and principal at the high school feel that this method of registration allows for a more personal approach to the registration activities. It gives the students an opportunity to make decisions concerning their high school classes and the selection of their instructors.

Contact: Ernest Ray, DeKalb County High School, Smithville, TN 37166; telephone (615) 597-4084

SCHOOL-COMMUNITY PARTNERSHIP COMMITTEE

Program descriptors: community involvement, parent involvement, planning, student initiative

Summary: The school community partnership began as a subcommittee of the Floyd County Education Forum, a broad-based community group formed to help improve the quality of education in

Floyd County. The school-community partnership committee is comprised of teachers, administrators, and community people. The partnership promotes activities that directly involve teachers and students and that promote enthusiasm and creativity in the schools.

All of the school community partnership projects begin with an idea. If the partnership approves the idea, plans are formulated for the development of the idea by committee members, teachers, administrators, and the community. Funds for the activities are provided by the business community, civic organizations, citizens, and private grants. Some of the activities sponsored by the partnership include:

- A literary magazine, titled *Mountain Magic*, featuring student writings and artworks from all five of the county's high schools.
- A printed and bound magazine featuring the cultural journalism of Wheelwright High School students. This magazine, titled *Mantrip*, is produced in the tradition of the Foxfire publications, featuring oral history, old photographs, and descriptions of traditional life.
- Three workshops per year held at a nearby state park, each attended by about 200 students. Two workshops were conducted for high school students from all five high schools in the county—one workshop featured writers, the other featured artists from inside and outside of Kentucky. The third workshop, also featuring writers, was for seventhth and eighth grade students. All three workshops featured a full day of speakers and activities.
- The Young Authors Program for elementary students. Elementary students write books, bind them, and submit them for judging. The partnership supplies the mat board to bind the books, the judges, and the awards. All winners' names are published in the local paper.
- "Writing Across the Curriculum"—a program involving all areas of the high school curriculum that teaches communication skills.
- Schools and Communities Together (SACT) minigrants for teachers. The community raised $2,500 that was matched by the board of education to fund minigrant projects proposed by teachers.
- A major grant proposal funded by the Appalachian Regional Commission for $30,000 to implement a comprehensive and cohesive dropout prevention program.

These are only some of the accomplishments of the school-community partnership. Others include instigating changes in the agenda and location of school board meetings to include public participation, creating a uniform discipline code throughout the county, and promoting parent-teacher conferences at all county schools.

Participation in program: The number of students involved varies from project to project:

- Literary magazine—about 300 per year
- Workshops—about 600 per year
- Young authors—about 3,200 per year
- Minigrants—about 270

Typical student in program: All county students have been affected by one or another of the partnership projects.

Factors for success: The success of these partnerships is due to the dedication, hard work, and long hours given by teachers, administrators, and citizens.

Evidence of success: The enthusiastic participation by thousands of county students in the various activities sponsored by the partnership. Also the student magazines are of high quality.

Modification of program over time: The school-community partnership committee continues to evolve and take on new projects.

Contact: Dolores Smith, School Community Partnership Committee, R/S Truck Body Co., Allen, KY 41601; telephone (606) 874-2894

SPANISH STUDENTS TEACHING SPANISH CLASSES

Program descriptors: enrichment/arts, foreign language, peer tutoring

Summary: The students in the Spanish II class at Livingston Academy in Livingston, Tennessee, improve their Spanish skills by teaching Spanish to students in local elementary schools.

The program runs for two 6-week sessions, one beginning in October and the other in February. Students, working in teams of two or three, teach a 30- to 40-minute Spanish class one day a week at a nearby elementary school. The high school students teach on Thursdays during their regular Spanish class time. They spend Monday through Wednesday planning the lessons and preparing materials, and Friday is spent evaluating the lessons. Student evaluations are done by the Spanish teacher, the elementary classroom teacher, and the students themselves through self-evaluation procedures. The high school teacher visits each classroom as often as possible.

Participation in program: Approximately 250 elementary students and 60 high school students

Typical student in program: Junior and senior Spanish II students; some with experience working with young people, some without such experience.

Factors for success: The enthusiasm of teachers, high school students and the elementary students contributed to the success of the program.

Problem(s) in implementation: Transportation was the problem to overcome. They used a school bus and funding from the gifted program.

Evidence of success: The high school students reinforced skills and several have decided to go into teaching as a career.

Modification of program over time: They found that it is best to work with third - seventh graders as it is difficult for high school students to teach eighth graders and the youngest students. They started out teaching only gifted elementary students, but then expanded to teaching all the students.

Contact: Marjorie Rios, Livingston Academy, Livingston, TN 38570; telephone (615) 823-5911

SUBSTITUTE TEACHER INFORMATION PROGRAM

Program descriptors: substitute teachers

Summary: Three teachers in Fentress County, Tennessee, have developed a booklet and program for improving the effectiveness of substitute teachers.

Each fall and winter, new substitute teachers participate in an extensive training workshop led by the three developers. New substitutes learn about the instructional program that is used in the county, and local, state, and federal laws that may effect them. They also learn how to conduct a lesson, use the teacher's manuals, develop a lesson plan if their services are needed for an extended period, maintain control of student behavior, use the audiovisual equipment, and use the substitute's folders. Each teacher maintains a substitute's folder, titled "Sub Notes," which

THE TREE HOUSE READING CENTER

Program descriptors: enrichment, reading

Summary: Children love tree houses. Capitalizing on that concept, a teacher in Greensburg, Kentucky, who teaches a split class of first and second graders, applied for and got a grant to build a tree house learning center for her students.

The tree house enables her to work with one part of a class and have a center where the rest of the class can work on specialized skills. The construction is relatively simple, using little space with two upper levels and two levels on the floor. It has enough room to accommodate about 10 students and cushions, tape recorders, "Charlie" teaching robots, puzzles, books, a puppet theater, and mathematics and language art games.

The tree house has resulted in a significant improvement as judged by attendance, parental comments, participation in voluntary programs, and improved test scores.

Contact: Verna Erwin, Pierce Elementary School, Route 4, Greensburg, KY 42743; telephone (502) 565-1211

contains a class schedule, room rules, and classroom procedures, student information, and the locations of materials. Substitutes also receive the floor plans of all of the schools in their system.

New classroom teachers also participate in training workshops that include instructions on how to complete the substitute folder and how to provide any other information a substitute may find helpful.

The substitute teacher program includes an evaluation component. A form is filled out by the substitute teacher evaluating the information and procedures left by the classroom teacher. Classroom teachers also fill out forms evaluating the performance of the substitute teachers based on how well they completed assigned lessons, how well directions were followed, and in what condition they left the rooms.

Participation in program: 75 substitutes were trained through these workshops during a two-year period.

Evidence of success: These substitute teachers have frequently commented informally about the benefits of their training and the helpfulness of the handbook. Teachers and principals have said many times that the quality of substitute performance has increased with this program. There is now less confusion or disruption when a teacher or staff member is absent.

Contact: Randall Clark, Fentress County School District, Reagan Building, Drawer L, Jamestown, TN 38556; telephone (615) 879-9218

THE FIFTH EDITION

Program descriptors: communications, community involvement, writing

Summary: At Owen County Elementary School in Kentucky, a fifth grade teacher motivates her students to learn language arts by featuring their writing and editing in the local newspaper.

Each month, her class is responsible for a full page of newspaper copy in the *The News-Herald* of Owenton, Kentucky. They call their page "The Fifth Edition." Students provide all research for the stories, writing, peer evaluation, editing, photography, illustration, and layout. They derive their stories from their experiences in school, creative writing from the fifth grade, and student writings from other classes in the school. They feature a teacher each month—one who has accomplished something innovative. They also encourage students from the whole school to submit their writing for the "Creative Writing Corner" segment of the page.

The partnership with *The News-Herald* has been rewarding for the students who have become increasingly interested in positive change in their school and have learned valuable lessons about newspaper publication and writing. It has also strengthened ties with the Owen County community.

Participation in program: 60 students from two fifth-grade language arts classes

Typical student in program: The usual participant is an average to above average student with an expressed interest in writing and journalism.

Factors for success: The continuing interest of the students and the support of *The News-Herald* have helped make the program a success.

Problem(s) in implementation: The major problem encountered was finding ways to cover the required essential skills of the Kentucky program and still have time to work on the paper. The solution was in adapting the program into the English curriculum.

Evidence of success: Student performance on the Kentucky Essential Skills Test in one year's time rose from the 50th percentile to the 72nd percentile in overall writing skills.

Modification of program over time: The content will be modified to feature more stories about innovative programs developed by teachers and outstanding achievements of students.

Contact: Lynda Yancey Stevenson, Owen County Elementary School, Route 4, Owenton, KY 40359; telephone (502) 484-3417

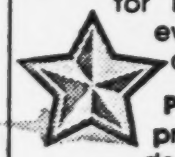
VOCATIONAL ADVANCEMENT PROGRAM

Program descriptors: career education, personal finance, special education

Summary: In White County, Tennessee, high school-level special education students receive instruction in life skills

and on-the-job training, in addition to the regular academic curriculum.

The program, developed with funds from a Job Training Partnership Act grant, is delivered in three sections. The first section usually lasts about three months; the length of the other two sections depends upon the student's progress. The first section takes a comprehensive look at jobs that are available and suitable for each student. The second section consists of instruction in resume writing, interviewing, job skills, and financial planning, such as checking and savings accounts. The students also attend vocational classes in skill areas such as woodworking, mechanics, building skills, and typing. The third section involves on-the-job training at several local businesses or at the vocational school. Instructors work closely with the employers and are responsible for monitoring and evaluating the students.



Participation in program: 16 students

Typical student in program: Special education students that were educationally and economically deprived but with interest in and ability for developing vocational skills

Factors for success: A totally dedicated instructor was one major reason for the success of the program.

Contact: Jerry Don Nash, White County School District, 117 S. Main Street, Sparta, TN 38583; telephone (615) 836-2229

VOLUNTEERS PROGRAM

Program descriptors: career planning, community involvement

Summary: In DeKalb County, Tennessee, high school staff have collaborated with the Explorer Scouts and the local county hospital to give students the opportunity to learn about the medical profession first hand by volunteering their time. The Explorer Scouts is an organization for both boys and girls, sponsored by the Boy Scouts of America.

Contact: Ernest Ray, DeKalb County High School, Smithville, TN 37166; telephone (615) 597-4084

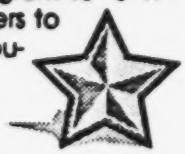
WORK ASSISTANCE PROGRAM

Program descriptors: drop-out prevention

Summary: Mrs. Wilma Pinckley of Fentress County, Tennessee, gave $30,000 to establish an endowment fund for the support of a work assistance program at York Institute. The fund has grown and currently allows the school to hire 15 students who need financial aid.

The students are hired at minimum wage for one hour each school day, usually after school. The students work in the school cafeteria, on the grounds, in the library, or in the office. Students have supervisors who monitor their work and keep time sheets.

The school guidance counselor continually publicizes the program to encourage others to make contributions.



Participation in program: Approximately 15 students each year

Typical student in program: The grant stipulates that job preference must be given to needy students who maintain a C average overall, are enrolled fulltime, attend classes regularly, and are not habitually tardy.

Factors for success: The program is highly publicized and continues to attract donors.

Evidence of success: The region is very poor economically, and many of the students involved would probably have dropped out of school had it not been for income derived from the work. One needy parent came to the school last year expressly to say that her son would have dropped out of school in his freshman year had it not been for the program.

Contact: Mrs. Irene Greer, Alvin C. York Institute, P.O. Box 70, Jamestown, TN 38556; telephone (615) 879-8101

YOUNG SCHOLARS INSTITUTE

Program descriptors: enrichment/arts, special education

Summary: Held during the summer, the Young Scholars Institute in Warren County, Tennessee, was developed to give academically advanced and gifted students an opportunity to explore subject areas of their choice in greater depth than is typically possible during the regular school year.

The program is offered in 2 one-week sessions the last two weeks of June. Students can attend one or both weeks. Each one-week session has four 90-minute class periods. The students select which classes they would like to attend from the wide variety of choices, both academic and artistic. Some of the classes offered include basic photography and darkroom techniques, creative quilting, pre-algebra, and poetry. The cost for the Young Scholars Institute is $45 for one week and $80 for two weeks.

Participation in program: 400

Typical student in program: Students are eligible for the program if they have been identified as gifted through testing, or if they have been nominated by their teacher and have met the cutoff score on a multiple-data instrument that includes teacher judgement, achievement test scores, and report card grades. The students must also be highly motivated.

Factors for success: Support from interested parents and citizens contributed to the success of the institute.

Contact: Ron Martin, Warren County School District, 109 Lyon Street, McMinnville, TN 37110; telephone (615) 473-2331

OTHER EXCELLENT PROGRAMS: WHO TO CONTACT

In the judgment of the state advisory groups, some programs nominated as promising practices were excellent but had few innovative features. These programs are not described in detail, but are listed below for the benefit of readers interested in pursuing more information on them. They are listed alphabetically by title. Each description includes program title, program descriptor (s), and name, address, and telephone number of a program contact person. It is possible that these programs might be as innovative as those listed as Stars and Pearls. Since the judges had only rather brief written descriptions to aid them in categorizing programs, they may have failed to recognize the full worth of some nominations.

Academic Assistance Program
(basic skills, tutoring)
Evon Hicks, Putnam County School District, 230 Cavalier Dr., Cookeville, TN 38501; telephone (615) 526-9721

Adopt-A-School
(community involvement)
Juanita Henson, Lawrence County Schools, W. Gaines Street, Lawrenceburg, TN 38464; telephone (615) 762-3581

Appalachian History
(curriculum, history/culture)
Wilma Campbell and Becky Messer, Laurel County Jr. High School, 1707 S. Main, London, KY 40741; telephone (606) 878-9300

Balloons Rise at Hopkins
(school-based enterprise)
James Stevens, South Hopkins High School, Route 1, Nortonville KY 42442; telephone (502) 676-8891

Belong
(self-concept, dropout prevention)
Linda Roberts, Henry County Public School District, 120 S. Main Street, New Castle, KY 40050; telephone (502) 845-2918

Build a PTO the Wilkey Way
(parent involvement)
Charlotte Gower, Carolyn Thomason, H.W. Wilkey School, 201 Wallace Avenue, Leitchfield, KY 42754; telephone (502) 259-4058

Career Awareness Program
(career planning)
Clyde Powell, Jr., Clay County School System, P.O. Box 188, Celina, TN 38551; telephone (615) 243-3310

Career Planning for Seniors
(career planning)
Charles V. Dycus, White County High School, 229 Allen Dr., Sparta, TN 38583; telephone (615) 836-3214

Certificate of Merit
(honors)
Clark W. Lawrence, Braxton County High School, Rt. 1, Box 112, Sutton, WV 26601; telephone (304) 364-5765

Community Education Program
(community involvement)
Casher A. Choate, Alvin C. York Institute, P.O. Box 70, Jamestown, TN 38556; telephone (615) 879-8101

Cooperative Education Class, Vocational Education
(career education)
Jerry Glasscock, Vocational Educational Director, Overton County, 112 Bussell St., Livingston, TN 38570; telephone (615) 823-4035

Elementary Industrial Arts Television Station-WHES
(community involvement, communications)
James Bilbrey, Hilham Elementary School, Hilham, TN 38568; telephone (615) 823-6816

Extended Curriculum Credit Classes
(enrichment/arts, scheduling)
Evon Hicks, Putnam County School District, 230 Cavalier Dr., Cookeville, TN 38501; telephone (615) 526-9721

First Grade Teacher
(curriculum)
Anita Burkeen, North Elementary School, Route 2, Box 12-A3, Murray, KY 42071; telephone (502) 753-9776

GED Class and Transportation
(community involvement)
Paula White, Macon County Schools, 501 College St., Lafayette, TN 37083; telephone (615) 666-2125

Healthful Living
(nutrition)
Albina L. Cline, Mineral Well Elementary School, Box 40, Mineral Wells, WV 26150; telephone (304) 489-1670

Homework Achievement Program
(basic skills)
Rad C. Spivey, Warren County School District, 109 Lyon St., McMinnville, TN 37110; telephone (615) 473-2331

Instructors Writing File
(writing)
Manoka McCue, Sutton Elementary School, 228 North Hill Rd., Sutton WV 26601; telephone (304) 765-5202

Law-Related Education
(curriculum, law education)
Sandra Kozwara, Putnam County Schools, 442 East Spring St., Cookeville, TN 38501; telephone (615) 526-9777

Maintaining a Clean Building and Grounds
(maintenance)
Robby Richardson, Carthage Elementary School, 150 Skyline Drive, Carthage, TN 37030; telephone (615) 735-0433

Math Tutoring for College
(college preparation, mathematics, tutoring)
Betty Bly, Pickett County High School, 200 Skyline Drive, Byrdstown, TN 38549; telephone (615) 864-3422

Operation Fail-Safe
(parent involvement)
James W. Jeffers, Scott County Schools, P.O. Box 37, Courthouse Sq. Huntsville, TN 37756; telephone (615) 663-2159

Outdoor Education Program
(environment, outdoor education, science)
Joe Moffitt, Van Burren County Schools, P.O. Box 98, Spencer, TN 38585; telephone (615) 946-2242

Parent Involvement
(screening, parent involvement)
Rad C. Spivey, Warren County Schools, 109 Lyon St., McMinnville, TN 37110; telephone (615) 473-2331

Parent Volunteer Tutorial Program
(parent involvement, tutoring)
Judy Curtis, Lewis County Schools, Lexington Ave., Vanceburg, KY; telephone (606) 796-2811

Peer Academic Tutorial Program
(peer tutoring)
Marcus Sherfey, Elizabeth Willett and Sue Erwin, Monroe County High School, Fourth Street, Tompkinsville, KY 42167; telephone (502) 487-6217

Pre-Algebra Classes
(basic skills, mathematics)
Deborah Prock, Macon County School District, 501 College St., Lafayette, TN 37083; telephone (615) 666-2125

Project S.T.E.P. (Students Taking Environmental Programs)
(environment, science)
Sandra Kozwara, Putnam County School District, 442 East Spring St., Cookeville, TN 38501; telephone (615) 526-9777

Reading Laboratory
(basic skills, reading)
Prentice Stanford, Monroe County High, Tompkinsville, KY 42167; telephone (502) 487-6217

Science and Math Club Tutors
(basic skills, mathematics, science, tutoring)
Roger Lewis, Smith County High School, College Avenue, Carthage, TN 37030; telephone (615) 735-9219

Secondary Summer School
(enrichment/arts, remediation)
Evon Hicks, Putnam County School District, 230 Cavalier Dr., Cookeville, TN 38501; telephone (615) 526-9721

Solar/Earth Growth Dome Laboratory
(science)
Norman R. Bentley, Lewis County Middle School, Court St., Hohenwald, TN 38462; telephone (615) 796-4586

Spelling Bee
(curriculum)
Deborah Prock, Macon County School District, 501 College St., Lafayette, TN 37083; telephone (615) 666-2125

Summer School
(enrichment/arts, remediation)
Clyde Powell, Jr., Clay County School System, P.O. Box 188, Celina, TN 38551; telephone (615) 243-3310

Summer Skills-Enrichment Program
(basic skills, enrichment/arts)
Ron Martin, Warren County School District, 109 Lyon St., McMinnville, TN 37110; telephone (615) 473-2331

Teaching of Thinking Skills
(higher order thinking skills)
Wanda Walker, Southwest Elementary School, Wiswell Rd., Murray KY 42071; telephone (502) 753-5844

The C.L.A.S.S. Project
(writing)
Brenda Joiner, Irvine Elementary, Broadway, Irvine, KY 40336; telephone (606) 723-2465

Transition K-1 Classes
(basic skills, preschool)
Deborah Prock, Macon County School District, 501 College St., Lafayette, TN 37083; telephone (615) 666-2125

Tutoring Program
(basic skills, tutoring)
Roy Heady, Sparta, White County Middle School, 216 High School St., Sparta, TN 38583; telephone (615) 836-3376

Walk into Young's Universe
(science)
Judy Young, Shelby County East Middle School, Route 7, Box 336, Shelbyville, KY 40065; telephone (502) 633-1478

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APPENDIX

NOMINATION FORM

Promising Practices in Rural Education

Your Name _____

Position _____
Address _____
_____
_____

Telephone _____

Instructions:

1. Check one box under "category".
2. Check one box under "audience".
3. Provide a brief description of the practice.
   (You might want to indicate the needs addressed by practice, the goals of the practice, the size or scope of the implementation, and its duration.)
4. Supply a contact who knows a lot about the practice.
   (You can be the contact person, or it can be somebody else.)

1. Category

[ ] curriculum	[ ] school organization and management
[ ] instruction	[ ] community and parent involvement
[ ] staff development	[ ] instructional leadership

2. Audience (Whose needs are directly addressed by the practice?)

[ ] students	[ ] community members or parents
[ ] teachers	[ ] administrators

3. Brief Description of the Practice (needs, goals, size, duration)

_____
_____
_____
_____
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_____

GENERATION OF PROMISING PRACTICES
RURAL, SMALL SCHOOLS PROGRAM
APPALACHIA EDUCATIONAL LABORATORY

The following is a brief account of the Promising Practices project from spring, 1987 to the present, February, 1989.

Step One: Literature Review

A review of National Diffusion Network (NDN)-validated programs and other promising practices developed around the country was conducted, and staff collected literature on programs judged to be particularly suitable for rural school districts. Descriptions of these programs, whether or not they had been developed in rural school districts, were entered into a computer database, for reference as we worked with rural school districts planning school improvement projects.

AEL staff searched the ERIC database and other sources of educational literature for analyses of rural educational problems and strengths. Based on this literature, staff entered interim descriptors into the developing Promising Practices database. It was a first cut at sorting programs into types and yielded such categories as "community involvement" or "staff development." There was considerable overlap among the initial set of descriptors, so it was not very useful in identifying types of program.

Step Two: Creation of State Advisory Committees

Many functions of AEL's Rural, Small Schools program depend on information and advice provided by state advisory groups, which represent rural experts from higher education, state-level policy makers, state education departments, community development interests, and rural teachers in each of the four states AEL serves. AEL's initial programs were developed in West Virginia and Kentucky. State advisory groups in these two states held their initial meetings during the summer of 1987.

At that time staff asked members of the committees to provide the names and addresses of contacts in rural school districts who would know of exemplary programs in rural schools. State committees were not organized until early 1988 in the remaining two states, Tennessee and Virginia.

Step Three: Solicitation of Nominations of Promising Practices in AEL Region

AEL staff wrote to all the individuals recommended by the two state advisory committees asking for nominations of promising practices with which they worked or of which they were aware. A short nomination form (Appendix I) was developed for this purpose. At the first mailing fewer than 50 of the forms were returned.

AEL staff also searched newsletters and pamphlets for descriptions of promising practices in the four states served by AEL: Kentucky, Tennessee, Virginia, and West Virginia. Stories describing these programs often contained enough information to fill out the short nomination form, and these programs were added to the database.

In addition, staff consulted with staff of AEL's Liaison Center for outreach to underserved populations. They discovered that many submissions to the Urban Education Network's compilation of urban promising practices had actually come from rural school districts. Since these nominations could not be used by the Urban Education Network, they were added to the rural education Promising Practices database.

Step Four: Initial Staff Analysis of Nominated Programs and Practices

Since AEL had specified in its proposal that the state advisory groups would decide which nominations to publicize, using qualitative criteria, it seemed imperative to develop a set of reasonable criteria for their use. Staff developed the following criteria:

1) GENERAL WORTH: Does the practice substantially improve educational opportunities for students of the school or school district?

   A. Does it impart basic skills particularly effectively?

   B. Does it meet the needs of students identified as having special needs (for instance, adults in need of basic education, handicapped, bilingual, or multicultural students, or "at risk" students)?

   C. Does it significantly expand educational opportunities in any way (for instance, by more efficient use of instructional time or by providing facilities for courses not offered before)?

2) EVIDENCE OF EFFECTIVENESS: Includes hard evaluation data, for instance, test scores; numerical counts; testimonials; and anecdotal evidence. (We have hard evaluation data for very few of the nominated practices, so the state advisory committee members must

exercise professional judgment in applying this criterion.)

3) **INNOVATION:** Is it an unusual practice for the U. S., for the state, for rural schools in the state? Is it easily replicable?

4) **RURALITY:** Does it solve specifically rural problems (such as inadequate library service due to the distance from the nearest university library or problems in transporting students to necessary events) or does it use specifically rural methods to solve a general problem (for instance, shared space and services with a volunteer fire department)?

Initial ratings by staff indicated that the following qualitative groups would describe adequately the nominations we had received:

AR = Exemplary program or practice that is both innovative and specifically rural.

A = Exemplary program or practice that is innovative but not specifically rural.

B = Exemplary program or practice, not particularly innovative.

P = "Pearl" -- a very good idea that can be implemented with a minimum investment of time and money. (For this category standards of "evidence of effectiveness" are somewhat relaxed, as educators can adopt the practice for little or no cost.)

X = Not recommended as a promising practice.

Once these groups had been developed, two staff members independently rated all nominations received by summer 1988, about 150 nominations at that time. Their ratings were similar. The two discussed those on which they differed, shared information that had led them to make their ratings, and agreed upon a rating for each nomination.

Step Five: Soliciting Additional Information

A staff member made telephone solicitations for more information about the nominated programs, starting with those rated highest (AR) by the two staff members. This was a tedious process and produced very little additional information: one program sent additional written descriptions of the program, and several teachers or principals described their programs more fully over

the telephone. Notes on these telephone conversations were added to program files.

However, both staff who had rated the nominations agreed that additional information was needed and that telephone follow-up was not producing it. Even when they agreed on their ratings, they felt the ratings were tentative in virtually all cases, because there was not enough information to determine effectiveness or innovativeness with confidence. Sometimes even the basic thrust of the program was not clear.

One staff member developed a follow-up questionnaire (Appendix II) which she sent to all the nominees. Return has been excellent (67% to date). As new nominations are received, contact persons are asked to fill out the follow-up questionnaire at the same time they fill out the brief nomination form.

Step Six: Development of a Format for Publicizing Programs/Practices

Based on the information accumulated to date, staff developed the following format:

Title:

School District:

Short Summary:

Participation in Program:

Profile of Typical Student in Program:

What has contributed most to the success of the program?

Problem(s) in Implementation:

Evidence of Success:

Modification(s) of Program over Time:

For further information, contact:

RATING BY STATE ADVISORY COMMITTEE:

Before these program descriptions are published, they will be rated again by type (e.g., "staff development" or "community involvement") and cross indexed.

Step Seven: Ratings by State Advisory Committee Members

All nominations received to date have been put into the format given above, and booklets have been assembled for the state advisory committees. Each advisory group member has received a

booklet with descriptions of all programs or practices nominated from his or her state, together with all additional explanatory material submitted by the nominees. The advisory group member rates each program description as AR, A, B, P, or X.

The committee members are also asked to submit additional nominations. The Virginia and West Virginia committees have been particularly urged to submit more nominations, as the fewest nominations have been received from those states. A few committee members have already responded.

Current Status of Promising Practices Project: AEL has received 211 nominations (53 of which, were NDNs), has solicited follow-up information from 81 of them, and has received follow-up information from 55 programs. (Follow-up information was not requested from submissions judged to be "Pearls," as staff felt that not so much information was necessary in these cases.)

Staff responsible for Promising Practices: Pam Coe and Dianna Simms

AEL

Improving Education Through Research and Development

September 23, 1988

Clyde V. Maddox
Allardt Elementary School
Allardt, Tennessee 38504

RE: Body Movement Training

Dear Mr. Maddox:

The staff of the Rural, Small Schools Program at AEL has revieved the information we have on the promising practice "Body Movement Training" featured in Programs and Practices that Work in the Rural Schools of the Upper Cumberland in which you were listed as the contact person.

In the initial evaluation, we found your practice to be exemplary. We are now gathering more information so we can present your promising practice to our State Advisory Group members for final selection. Selected practices will be announced in AEL's newsletter, The Link, and complete descriptions will be available from AEL. We will also publish the information in a directory of promising practices.

Please take a moment to give us additional information about the evidence you have of the effectiveness of your promising practice idea. To make this task easy for you, we are enclosing a questionnaire and a pre-addressed envelope. We hope to hear from you soon, so your program can be included in the final round of selection.

Sincerely,

C. Todd Strohmenger, Director
Rural, Small Schools Program

CTS/ds

Enclosures

Appalachia Educational Laboratory • 1031 Quarrier Street • Post Office Box 1348 • Charleston, West Virginia 25325

CONTACT: Clyde V. Maddox

NAME OF PROMISING PRACTICE: Body Movement Training

SHORT SUMMARY OF PROMISING PRACTICE:

Fentress County Schools applied for and received a Tennessee Arts Commission Grant to implement a program in body movement. This program is in addition to the regular physical education program. A teacher was hired to instruct the classes for the duration of the grant. This teacher works at the school from 11:00-2:00 one day a week, meeting with the students for thirty minute sessions. The curriculum for the program is based on the body movement teacher's own experience and training and utilizes the services of a consultant from the Tennessee Arts Commission. All aspects of body avareness have been included in the curriculum. The children work on body avareness that incorporates all of the body parts, gross motor skills, space avareness, and balance. The program was designed to be developmental, building one skill on another throughout the grade levels. In order for the teachers to be able to assume teaching responsibilities for the class, they are required to remain with their students during instruction. The movement teacher also teachers ballet classes to children as part of the grant. The classes are held two days a week after school at York Elementary School and Allardt Elementary School. There is currently a $2 fee for the classes.

Questions:

1. How many students were actually involved in practice? _____

2. How many different classes were involved? _____

3. Give a brief profile of a typical student participating in the project.

_____

_____

4. Have there been changes or modifications made to improve on the practice?

If yes, please explain:_____

_____

_____

_____

5. If the practice involved adult education or dropout prevention, how many students actually graduated and how did this differ from previous years?

_____

_____

6. If the practice involved a specific subject (reading, writing, math, etc. was there a significant improvement in the comprehension levels and/or grade levels of the students? Please provide specific figures.

_____

_____

_____

7. Are there problems you could help adopters of your practice to overcome? If so, please explain:_____

_____

_____

8. What has contributed most to the success of your program. Please describe.

_____

_____

_____

If possible, please attach samples of the end results of the promising practice.

THANK YOU FOR YOUR TIME AND EFFORT. EDUCATORS AND STUDENTS IN OUR REGION WILL BENEFIT FROM YOUR WORK.

BEST COPY AVAILABLE

CONTACT: Clyde V. Maddox

NAME OF PROMISING PRACTICE: Body Movement Training

SHORT SUMMARY OF PROMISING PRACTICE:

Fentress County Schools applied for and received a Tennessee Arts Commission Grant to implement a program in body movement. This program is in addition to the regular physical education program. A teacher was hired to instruct the classes for the duration of the grant. This teacher works at the school from 11:00-2:00 one day a week, meeting with the students for thirty minute sessions. The curriculum for the program is based on the body movement teacher's own experience and training and utilizes the services of a consultant from the Tennessee Arts Commission. All aspects of body awareness have been included in the curriculum. The children work on body awareness that incorporates all of the body parts, gross motor skills, space awareness, and balance. The program was designed to be developmental, building one skill on another throughout the grade levels. In order for the teachers to be able to assume teaching responsibilities for the class, they are required to remain with their students during instruction. The movement teacher also teachers ballet classes to children as part of the grant. The classes are held two days a week after school at York Elementary School and Allardt Elementary School. There is currently a $2 fee for the classes.

Questions:

1. How many students were actually involved in practice? 165

2. How many different classes were involved? 6 movement, 3 ballet

3. Give a brief profile of a typical student participating in the project.
   A 5-7 year old who has very little awareness of body movements and development (outside of this class)

4. Have there been changes or modifications made to improve on the practice?
   If yes, please explain: Students hve been taught to listen and follow directions better. The teacher has developed a positive relationship with the students which has been very effective on their learning.

5. If the practice involved adult education or dropout prevention, how many students actually graduated and how did this differ from previous years?

N.A.

6. If the practice involved a specific subject (reading, writing, math, etc. was there a significant improvement in the comprehension levels and/or grade levels of the students? Please provide specific figures.

N.A.

7. Are there problems you could help adopters of your practice to overcome? If so, please explain: A meeting to explain to students and teachers about the program -- before it begins -- would answer many questions.

8. What has contributed most to the success of your program. Please describe.

A very competent teacher, enthusiastic students and a supportive faculty

If possible, please attach samples of the end results of the promising practice.

Video available at TTU

THANK YOU FOR YOUR TIME AND EFFORT. EDUCATORS AND STUDENTS IN OUR REGION WILL BENEFIT FROM YOUR WORK.

Title: Body Movement Training

School District: Fentress County, Tennessee

Short Summary:

Fentress County Schools applied for and received a Tennessee Arts Commission Grant to implement a program in body movement. This program is in addition to the regular physical education program. A teacher was hired to instruct the classes for the duration of the grant. This teacher works at the school from 11:00-2:00 one day a week, meeting with the students for thirty minute sessions. The curriculum for the program is based on the body movement teacher's own experience and training and utilizes the services of a consultant from the Tennessee Arts Commission. All aspects of body awareness have been included in the curriculum. The children work on body awareness that incorporates all of the body parts, gross motor skills, space awareness, and balance. The program was designed to be developmental, building one skill on another throughout the grade levels. In order for the teachers to be able to assume teaching responsibilities for the class, they are required to remain with their students during instruction. The movement teacher also teachers ballet classes to children as part of the grant. The classes are held two days a week after school at York Elementary School and Allardt Elementary School. There is currently a $2 fee for the classes.

Participation in Program: 165 students in 6 movement and 3 ballet classes.

Program of typical student in program: A 5-7 year old who has very little awareness of body movements and development (outside of this class).

What has contributed most to the success of the program? A very competent teacher, enthusiastic students and a supportive faculty.

Problem in implementation: A meeting to explain to students and teachers about the program before it begins.

Evidence of success: video available at TTU.

Modification of program over time: Students have been taught to listen and follow directions better.

For further information contact: Clyde V. Maddox, Jr. Allardt, TN (615)879-9515

RATING BY STATE ADVISORY COMMITTEE MEMBER:_____